

SWEET BRIAR COLLEGE



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BULLETIN
Sweet Briar College
SWEET BRIAR, VIRGINIA



THE INAUGURATION OF
Meta Glass
as President of the College

Published by Sweet Briar College
NOVEMBER—JANUARY—APRIL—JUNE

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Foreword

The Board of Directors of Sweet Briar College appointed November the thirteenth, nineteen hundred and twenty-five, for the ceremonies of the inauguration of President Meta Glass, who had entered upon her office on July the first. Miss Glass, a Master of Arts of Randolph-Macon Woman's College and a Doctor of Philosophy of Columbia University, came to Sweet Briar from a long experience of teaching in preparatory schools for both boys and girls, followed by an associate professorship at Randolph-Macon Woman's College, war service in France and an assistant professorship of Latin and Greek in Columbia University, where the greater part of her time was given to her duties as Assistant to the Director of University Extension.

Arrangements for the day were made by the following faculty committees: *Academic Committee*: Dr. Morenus, Dr. Raymond, Miss Rogers, Miss Wilcox, Dr. Folsom; *Reception Committee*: Miss Bartlett, Mr. Worthington, Miss Dix, Miss Long, Miss Reynolds, Miss Newell, Mr. Dew, Miss Sparrow, Miss Marshall, Miss Wainwright; *Dinner Committee*: Miss Weatherlow, Miss Leighton, Mrs. Wailes, Miss McLaws, Miss Kellogg, Miss Conklin; *Transportation Committee*: Dr. Hume, Mr. Albright, Miss Irene Bartlett.

Order of Exercises

11 A. M. CHAPEL



The Reverend CARL E. GRAMMER, S.T.D.

President of the Board of Directors, *Presiding*

ORGAN PRELUDE. Tannhäuser March *Wagner*

INVOCATION. *The Right Reverend* Robert Carter Jett, D.D., Bishop of Southwestern Virginia.

WELCOME. Emilie Watts McVea, A.M., Litt.D., LL.D., President-Emeritus of Sweet Briar College.

GREETINGS FROM VIRGINIA. Dice Robins Anderson, Ph.D., LL.D., President of Randolph-Macon Woman's College.

*GREETINGS FROM THE WOMEN'S COLLEGES. William Allan Neilson, Ph.D., LL.D., L.H.D., President of Smith College.

†GREETINGS FROM THE MEN'S COLLEGES. Harry Woodburn Chase, Ph.D., LL.D., President of the University of North Carolina.

VIOLIN SOLO. Canzonetta, from the Concerto in D major *Tschaikowsky*
Winston Wilkinson.

ADDRESS. Marion Edwards Park, Ph.D., LL.D., President of Bryn Mawr College.

INDUCTION INTO OFFICE. *The Reverend* Carl E. Grammer, S.T.D., President of the Board of Directors of Sweet Briar College.

ACCEPTANCE OF THE OFFICE. Meta Glass, Ph.D., President of Sweet Briar College.

BENEDICTION. *The Right Reverend* Robert Carter Jett, D.D., Bishop of Southwestern Virginia.

ORGAN POSTLUDE. March from Athalie *Mendelssohn*

*No manuscript.

†Unable to be present because of illness.

Address of Welcome

By EMILIE WATTS McVEA
President-Emeritus of Sweet Briar College

To-day it is my happy duty to welcome to Sweet Briar those who honor us by lending the dignity of their presence to an occasion important in the life of our college. Young in years, Sweet Briar has already made a place for herself among the colleges for women in the country and is modestly endeavoring to make her own special contribution to education. The college through me, welcomes you most heartily not only because of this lively indication of your interest and good-will towards Sweet Briar, but because such gatherings as these re-affirm belief in the value of a college education for women.

A few years ago the late President Edward Kidder Graham in an address before the Conference for Education in the South said:

"Force of public sentiment will make colleges for women approximate what they should in the matter of standards just to the degree that the public believes that the education of women is a vital matter. If the public does not genuinely believe in the higher education of women, the instruments of that education will not do genuine work, and public opinion will remain indifferent as to their standards.

In the case of men, education has so won its way that it may almost be said to be the religion of our democracy. Ideas as to the sort of education that is best and the best methods of getting results change; but the belief that it is desirable for the individual and for society that every man shall train to the highest degree all of his talents has won triumphant acceptance.

Does this idea of the value of education hold in the case of women? Is it true that the public—including woman herself—likes a woman better or values her more highly because she is the sort that we call well educated? We shall have to face this question squarely before we can make headway in standardizing our colleges. We shall have to discover frankly how nearly we consider our girls equal to our men as free individual agents, worthy of the freedom of a liberal education, before we can make our instruments of education equal."

That time has passed; now only a negligible few doubt the power of knowledge to develop the individual, whether man or woman. The methods of the colleges and universities may

and should change as society grows more complex and civilization advances, but the fundamental purpose remains intact—to give to young men and young women the benefit of the wisdom of the past, to reveal to them the knowledge of the present, and to fire their imagination with the possibilities of the future. Only by an increasing mutual understanding of purpose and policy can our colleges accomplish the true ends of their being. Together we must stand fast against ignorance and prejudice, together we must make our profession of faith in the freedom of thought, in the power of truth, in the pre-eminent value of the things of the spirit.

So Sweet Briar greets you and asks your sympathetic cooperation as she sets her face anew towards a future full of hope and promise. As President-Emeritus, to me is also given the honor and pleasure of welcoming Dr. Meta Glass as she assumes the headship of Sweet Briar College. To no one else could I more gladly confide the task that for nine years was mine. You have assumed this presidency, Dr. Glass, at an auspicious moment. All through the South there is a stir of hope, a keen expectation, a development of things material and educational that bid us rejoice. In a sister state a recent magnificent endowment testifies to a sturdy belief in the college as an institution and suggests inevitably the worth and permanence of such a memorial. From Virginia to the farthest coast of Florida hope is in the air. Liberal Arts Colleges, State Universities, Professional Schools are everywhere strengthening their foundations and making the bases of their educational life firm and secure.

Sweet Briar has large possibilities and yours will be the happiness of seeing it become an increasingly valuable educational factor in the South and in the Nation. The work which has called you is arduous, but rewarding. With your fine ability, your strength of intellect and character, you will guide its destiny wisely. You, your Faculty, your Board of Directors, working together, will see arise on foundations already laid a Sweet Briar which will amply fulfill the aspirations of its founders. We greet you as President of Sweet Briar and we pledge to you our faith, our loyalty, and our support.

Greetings from Virginia

By DICE ROBINS ANDERSON

President of Randolph-Macon Woman's College

Dr. Grammer, President Glass, Ladies and Gentlemen:

I bring to you greetings from your comrades who know you most and love you best. We congratulate you on the beneficence which is the foundation of your achievements, on the beauty of your situation and the charm and spaciousness of your grounds, on the quality of your teaching staff, the spirit of your students, and to-day especially on your happy selection of a President.

I have been surveying the magnitude of my task. There are in Virginia sixteen standard, four-year colleges, six technical and professional schools, and twelve junior colleges. Allowing myself ten minutes which each would be glad to occupy in telling of our love to you, I would have at my disposal this morning three hundred and forty minutes, or, as I am told by the capable mathematicians of my faculty, almost six hours. I am afraid, however, that this would be somewhat too liberal an allowance for a speaker to give himself even before a much-addressed audience of a woman's college. Each of us will have, therefore, to be content in the main with a composite expression, combining as best we may the feelings of us all.

I speak first for those institutions supported wholly or in part from public funds—I bring felicitations from William and Mary, the first college in America to receive a charter from a king. But for the precociousness of the Powhatan Indians in the modern sport of archery, and their penchant for the tomahawk, a college of Virginia would have been the first to open its doors in this country.

I bring you cordial words from the University of Virginia, founded by Thomas Jefferson, as is so well known, though it is not so well remembered that this as well as the other two of the triple claims of the great Democrat to immortality,

were achievements of periods when he was not Minister to France, Secretary of State, Vice-President, or President of the United States, but when he was only a Virginia lawyer and farmer.

Virginia is fortunate not only in her public institutions but in those on independent foundations, like Sweet Briar herself, or under the auspices of great religious bodies which have played so important a part in the educational history of this commonwealth.

For Washington and Lee, I speak a word of good cheer to you—from that institution bearing the names of the Father of his Country, from whose generosity it still draws support, and of the great Southern Chieftain, loved and honored here as all over the world.

I would greet you in the name of Randolph-Macon, the oldest college to be chartered in America under the auspices of the Methodist Church; and also for the University of Richmond, where college discipline united with ample grounds and eleven acres of a baptismal lake no doubt are all combined unable at times to keep apart the mutually magnetic spirits of the two sexes of modern youth. And so one might add a word about the other noble institutions of your state who rejoice with you to-day.

Differing as one star differeth from another in glory, these institutions have a similarity in some respects other than in their location, are comrades in certain conditions under which they labor and in certain spiritual characteristics which they prize.

They are comrades in poverty. To many of our visitors it will be an arresting statement that no Virginia institution, including our universities, has an endowment of as much as four million dollars. It should be an astounding fact that a great woman's college of reputation and influence has never received a gift from any single source save the General Education Board of as much as fifty thousand dollars. Comrades in the discipline and sacrifices of poverty, we should also be comrades in our efforts to arouse the imagination of our people to the challenging opportunities for generosity which the education of our youth offers.

We are comrades in the atmosphere of free research, free instruction, and free discussion which we enjoy. I make bold to say that no man or woman in any Virginia college is handicapped in his investigation or teaching or authoritative speech by intolerance or bigotry. This happy state of things is due to the breadth of vision of our Trustees, to the mental liberality of our Alumnae, and to the saneness of our people at large. Should at any time a well-intentioned but misguided group, in an effort to give a set to the truth as they see it, attempt to destroy the instrumentalities whereby truth is discovered and truth is disseminated, no doubt the colleges of Virginia will be found united in a comradeship, sympathetically interpreting to a sympathetic public the foundations on which alone truth may safely rest.

We are comrades in our traditions of public service. William and Mary and the University of Virginia and Washington and Lee have set us all worthy examples. They have been producing Presidents, Senators, Governors, Judges, Congressmen—public men almost without number. Sweet Briar, I understand, has as yet produced no President or Senator or Congressman. But I trust that those of the future will be such as she *can* produce.

We shall all be comrades in our sense of civic responsibility.

We are comrades in our emphasis on personality, on moral earnestness, and religious consecration. In this day such comradeship has a rich opportunity for helpful influence. In it we believe our friends and the men and women in the great world may continue to abide in confidence.

Finally, we are comrades in our willingness to be unlike—one of the great needs in education to-day. The creeping paralysis of uniformity should not be allowed to crush out the personalities of our institutions. While taking counsel with one another and with all others, Virginia institutions will no doubt continue their willingness to experiment and to meet the needs of their own constituencies. Nor should pride in our own little organizations and routine prevent that comradeship in the things of the spirit, more vital than any outward conformity.

If I bring you, our friends of Sweet Briar, these words from the colleges of the whole State, I may be pardoned for assuming to speak to you more particularly in behalf of the institutions of this vicinity.

I had this summer a remarkable experience. I had been for hours turning hundreds of pages of precious Washington documents. As I passed along I noticed one large paper—which a glance showed related in no way to the theme of my investigation. Turning it aside, as I had done the scores of others that morning, I found possibly an half hour later a still small voice insisting that I search out again and read that paper. This finally I agreed with my conscience to do. The first word which I read in bold, beautiful script was the word "Lynchburg." The paper was a petition to George Washington from citizens of Lynchburg, in meeting assembled, stating in substance the following: They understood that Washington had decided to give the shares in the James River Canal, which the General Assembly had given to him, to an educational institution to be established in the upper part of Virginia. They went on to recite in a very modern way the advantages of their town—its location, its commercial importance, its significance as "the chief center of *information* and *intelligence* in the upper part of Virginia." They report that they had already had a campaign and raised twenty-two hundred and fifty-six and two-thirds dollars and that all who probably would give had not been heard from. They had already selected a site, about a mile from the James River, in the midst of pleasant springs.

Now, Lynchburg did not get Washington's James River shares. My good friend, Dr. Smith (President of Washington and Lee University), sitting over there, who is very clever in those things, persuaded Washington to give them to his school! But, however, that might be, wouldn't George Washington, John Lynch, the Chairman of the meeting, and William Norvell, the Secretary, open their eyes wide if they knew that instead of the one seminary in question on the 29th day of January, 1796, there are now Lynchburg College, at Westover, Sweet Briar College, only thirteen miles away from Lynchburg, the Virginia Episcopal School, in sight of Lynch-

burg, and Randolph-Macon Woman's College, within the corporate limits? These institutions have indeed made Lynchburg and vicinity a "center of information and intelligence."

I may further be pardoned for speaking to you in an even more intimate way in behalf of Randolph-Macon, the Alma Mater of your new President. To-day is to us also a day of pride. We bring to Miss Glass, whom we esteem so highly, assurances of our affection and also our confidence in her administration. We believe under her leadership your institution will prosper and grow in all the vital things of college life. We hope that the bonds of sympathy between your college and ours may be ever more strong, and in both Sweet Briar, our neighbor, and Dr. Meta Glass, your President—our daughter, our interest will be continuous and cordial.

Address

By MARION EDWARDS PARK
President of Bryn Mawr College

On the day of President Glass's inauguration Bryn Mawr sends through me her congratulations to her not too distant neighbor, Sweet Briar. The colleges are near enough to make a knowledge of one another always possible and far enough to avoid even the semblance of disagreement. Indeed difficulties of agreement are, all around, a thing of the past. Whatever rivalry there may have been between colleges for women in the east has disappeared under the present strain of crowded halls and over-full waiting lists. In this suddenly come anxiety to provide for the students who can not be accepted into college classes and laboratories, an acceptance which they have long looked forward to as their right, we all rejoice over the growth and the increased stability of all other colleges. We are quite honestly all more interested in each other.

Consequently we look to-day with unusual interest and friendly solicitude on the change of heads at Sweet Briar. We all pay honor to the retiring president who has given so long, so devoted and so successful a service to education and we look with curiosity and confidence to the new president, coming to her new place not only with the gifts of her own personality but with the dower of wide college and university experience. We think we know what she will do, but we are all curious to see how she will do it! If she brings a stir to your lovely hills in their painted autumn colors they will in turn give her peace and quiet for working out her educational ideal—long meditated, I warrant!

I was asked by President Glass to speak briefly on some subject connected with the liberal college which interested me and I have chosen to speak those brief words on the curriculum. I mentioned just now the present successful worldly state so to speak of the women's colleges. One would have supposed that in the years when students were few and shy and it was hard to entice them from their homes and schools it would have been politic to worry over the curriculum, to make it understandable, generally inviting to a bookish girl,

and elastic. But instead it is now apparently at a time when students will come and study anything that is offered that we are all steadily and altruistically worrying about the framing of the college course. The entering student herself does not force our hand. As I talk with the freshmen entering college I find that the curriculum plays a singularly small part in drawing applicants. Perhaps some may be allured by a statement that no mathematics is required or they may evince some slight interest in continuing or discontinuing a school favorite like Latin or English but on the whole their reasons for choosing a particular college center about everything except its curriculum. It is the faculties and the alumnae and the students in college who are agonizing over the choice of subjects which lead the undergraduate to the Bachelor's degree. We believe in general—or why should we be here?—that the four years of college training make a valuable contribution to the life and to the works of the individual but we are in two minds as to whether it is the literature or the science which she studies, the lecture or discussion method by which she is taught, the correlation of courses or the separate content of the courses which really goes to make up this value to her. We believe in general; we doubt in particular, and for those of us who are in the thick of the problem and dealing with its details the horizon is darkened; whatever we do we shall in all probability be accused by the public and by our colleagues of a choice which will result in the emergence of the student from the college uneducated, unstamped with the approval of the great company of the scholars of all time, even crippled in the particular field of life into which she is going!

To-day I wish somewhat to reassure myself and all those who are in the same perplexities. Of course any kind of reassurance resting on mechanical proof is impossible. A college faculty choosing a curriculum, unlike a cook who can eat his own pudding, can never have a flat proof or disproof of the wisdom of its choice. That is, it can never inspect or investigate twenty-five years later the generation it trained. Its students, whether they are its victims or its successes, scattered widely, subjected to every conceivable difference of influence, going through many differences of experience, offer

no constant which can be labeled the direct result of a twenty-five-year-old college prescription of many or of few requirements, of the study of biology or the omission of Latin. Though in deference to our doubts and our hopes we must conscientiously continue to work our brains threadbare on the curriculum and the content of courses the doubts and hopes alike must remain unproved.

If then we can not reassure ourselves by any method of inspection and conclusion can we lighten our task by any less strained and serious attitude toward the piece of work we are all of us doing? What are we trying to do in all our arrangement for college administrative and academic work? We are trying to make the next generation wiser and happier than we have been. The colleges and many other agencies are working for the same end. The means at the disposal of the college is primarily book learning. The college has no direct relation to heredity, to the acquaintanceships, the friendships, the marriages, the outward circumstances that go to make up environment. Our means is confined to setting before a limited group of young persons something of the knowledge and wisdom of the past as it has come down to us commented upon by men and women who in the present day have their share of knowledge and wisdom.

Out of the vast stores of the past or of the present the result of some human choice is to be put before them, either a general choice made up of the special choices of many generations or an arbitrary choice of the college or even of the instructor of the moment and we are trying to pass on to the students this chosen wisdom in two aspects. First, information. Here no choice can be final. With fresh light and in nearer views information regarded as true and accurate for centuries may change, become antiquated, garbled, dangerous. We can only pass on the best possible version of the best possible selection, coupling with the act a constant admonition to keep it shined up. In the second place, and more important, we must give to the younger generation some suggestions as to the application of information, the methods of using it. They must learn ways of testing it, the safe or the unsafe generalization on the relation of the past to the present day

or of the idea to practise. And we must have in mind the duty of making them keener at this particular business than we have been, so that they may in their turn pass on better sifted information and a better idea of how to apply it.

Now both the information and the various ways of its application can be passed over to another person largely through the teaching of one mental process, the *process* of choice, of sifting. The principles of choice with all that they imply can be set down by the speaker and his practise and the practise of other scholars can be illustrated by him. But the student can only master the process himself by carrying it on himself. He can not learn it by being told the final choices of his teacher, the high lights of the methods of the past. He can not live on an intellectual beef, wine and iron regime. That is, if he is to act for himself as we may hope his teacher is acting for himself, he must learn by practise the process of rejection as well as the process of acceptance, and the older ones among us know that he will inevitably reject far more than he accepts and that sufficient material must be presented to him to allow of this proportion. Roughage must be allowed for. Further than that, this large amount of potentially "rejectable" material must be offered because only the individual can accept and reject for the individual. Out of a given course, whether on the dinner table or in the classroom, each individual will profit only by certain parts and the leeway in the classroom at least must be large enough to allow for the varying individual mind of the student. Further, the problem is affected again by the different needs of the individual at different times, especially by his variation in maturity. This variation in maturity may be at its height in adolescence but it persists very obviously through the college years. As I watch entering students there is nothing which impresses me more. It is hard to find any test for it. No examination and no certificate completely reveal the stage of the mind of the student and at the same time its possibilities of growth. Any one student may suffer a sudden and unexpected change, return after a summer vacation almost a new person. On the contrary a mental change to which everyone has looked forward may never come. Allowance must be made in the cur-

riculum and in the individual course for the mature and alert minded and the late maturing slower worker.

Now in what are we to offer the students this practise in choice, this fundamental intellectual process? As far as the college is responsible I think it can be nowhere but in the choice of courses or in the choice of content of courses. We must accordingly expect, however discouraging it may be to our pride, that the individual student will find much to reject in both. Plainly there will always be violent complaints or dissatisfaction from seniors and student curriculum committees and young alumnae. We on our side must serve a good common table,—whether in the form of required work or elective work seems to me from my present point of view immaterial—and we must expect to furnish a large amount of intellectual roughage. We must with equanimity say to the student as Christina Rossetti said to her lover, “Haply you may remember, And haply may forget.” Naturally the complaints and the criticism of the student public, of the faculty public, and the educated public outside the colleges we must not fail continuously to regard; they must drive us to perpetual efforts to make our choice with our intellectual conscience at its highest working power. But our well-drawn plans we always present to a group of students at best shadowy to our vision, and we must expect that out of what we give them they will reject, and probably reject with outcries, a good deal, and we must rejoice that in so doing they are learning the most fundamental thing for their own intellectual future. With the best we can do we can accomplish hardly more than to make a few students work and think.

I wished to speak to-day on the curriculum and so I have omitted entirely the other great factor in the college’s contribution to the wisdom and happiness of the next generation, the part played by the mental and moral qualities of the teacher. On that question we could all give a course, indeed a curriculum! Its overwhelming importance is what makes us take special cognizance of and pleasure in the great event of to-day—the coming of a personality to a group of students. Where such a personality comes the weight of the curriculum questions on all the college will rightly be less.

Induction into Office

By CARL E. GRAMMER

President of the Board of Directors of Sweet Briar College

Guests and Friends, Members of the Faculty, Alumnae and Students of Sweet Briar College:

Before I proceed to the culmination of our exercises in the induction of our new president, it is fitting that I should speak a few words about the college over which she is to preside.

When Mrs. Indiana Fletcher Williams bequeathed the bulk of her fortune for a foundation in memory of her daughter Daisy, she left the determination of the character of the institution entirely to the discretion of the directors, who were to obtain the charter, subject only to four conditions: it was to be an educational institution, it was to be for white girls, it was to be located on Sweet Briar farm, and it was to bear the Sweet Briar name.

After the death of Mrs. Williams in November, 1900, the trustees under the will, elected as directors of the new institution Alfred M. Randolph, who became the first president of the Board; Arthur P. Gray; T. M. Carson; Stephen R. Harding; J. M. McBryde; Legh R. Watts; and Carl E. Grammer.

In the exercise of the discretion conferred by the will, the Board decided to establish a college for women, of the first rank, free from denominational control. While they desired that the institution should foster the religious life of its students, they were convinced that this object could be accomplished by opening the doors widely to religious influences without sacrificing the freedom and breadth of appeal that its undenominational character would establish and insure. The rapid growth and wide popularity of the college were, in my judgment, largely due to this basic policy. The chief credit for it is due to Bishop Randolph.

To Dr. J. M. McBryde, Chairman of the Executive Committee and manager for the Board, is due the excellence of our preliminary arrangements. At his suggestion the celebrated firm of Cram, Goodhue and Ferguson was employed to design a group of four buildings: the Academic Building,

Gray, Carson, and the Refectory, and to lay out a comprehensive scheme for future structures.

In October, 1906, nineteen years ago, the first session began, with Mary K. Benedict, a graduate of Vassar and Ph.D. of Yale, as the first president. Of necessity a preparatory school had to be opened at the same time. The total enrollment was fifty-two of whom thirty-six were matriculates in the college. Miss Benedict proved an able organizer with great power to awake the loyalty of the students. During her presidency three new dormitories were erected, Randolph, Manson, and Grammer, and the college gained a steadily widening recognition. After ten years of service Miss Benedict resigned to study for a degree in medicine, and was succeeded by the gifted educator who has welcomed you so eloquently this morning. Her powers of organization, administration and inspiration rapidly lifted the college to the high plateau on which it stands to-day.

This is not the time to dwell upon her merits and achievements. They can never be forgotten on this hill. When she resigned on account of ill-health the Board endeavored to give some token of their high appreciation of her leadership by refusing to sever her connection with the college and electing her president-emeritus. Long may she hold that position, often may she visit us, never can we forget her work. She found us trailing a preparatory school like a heavy barge; she cut us free from the incumbrance and substituted for it a waiting-list of applicants for admission who fill our sails with the breeze of their sighing aspirations. She found our status in the educational world uncertain; she left us a recognized college of the first class. She found us struggling for existence and wondering whether we could survive; she left us considering the proper limits of our growth. In a word she found us an experiment and left us an assured and manifest success. Her greatest achievement undoubtedly lay in the realm of spirit, in the loyalty she conquered, in the deepening of the spirit of service, in the fine idealism she diffused; but it is worth mentioning that ten new buildings were added to our plant during her regime.

Three of them were opened this session and I take this opportunity to express the Board's appreciation of the good

work of the Executive Committee in their construction and our special indebtedness to the Chairman of the Executive Committee, Mr. R. L. Cumnock, for his important share in the result.

The administration building has been named Fletcher Hall in honor of Mrs. Williams and her father, from whom Mrs. Williams' fortune was chiefly derived. A tablet which is the gift of the supervising architects, Clark and Crowe, of Lynchburg, bears the names of the chief officials of the college at the time when the building was determined upon, and therefore includes with Miss McVea's the name of N. C. Manson, Jr., for many years the Chairman of the Executive Committee of the Board and one of the chief pillars of the college's success. In this edifice are the offices of administration, some additional classrooms and a small auditorium and the post office.

The new dormitory, which faces the main refectory, and has a dining-room in its basement, has been named Fergus Reid Hall in honor of the director next to myself in seniority of service on the Board, who has been one of the college's most generous friends, a director whose sound judgment has been of great assistance to his colleagues. Permit me to say that it is to me a personal gratification that Fergus Reid Hall should stand next to the hall which the Board has honored me by naming after me. I hope that henceforth the name of this hall will be changed from Grammer Hall, with its preparatory school connotations, to Carl Grammer Hall. Helpfully has Fergus Reid stood by my side in many a crisis in the history of this college, and it is pleasant to know that our halls will stand side by side for all time. The name was the unanimous choice of the Board and was selected in entire detachment from the circumstance that Mr. Reid has since made a most generous gift towards its erection. These two buildings were designed by Cram and Ferguson of Boston. The third new building was designed as well as supervised by our Lynchburg architects, Messrs. Clark and Crowe. Its erection at this time was made possible by the generous arrangements of the beloved physician of the college, Dr. Mary Harley. It will accommodate twenty patients and is a model of efficiency. In deference

to Dr. Harley's wish it will be known as The Infirmary, but will ultimately bear her honored name.

Such in brief outline, Dr. Glass, are the history, equipment and traditions of the college to which the Board has called you. We have inquired concerning you and personally conferred with you, and we are persuaded that we have in you a worthy successor to these gifted predecessors, a competent leader and guide of the college's development. A Virginian by birth and training, with many close ties with the state in which the college is situated; a graduate of Randolph-Macon Woman's College, our sister college, with which we are emulous to live in a spirit of generous cooperation and mutual helpfulness; a doctor of philosophy of Columbia University and closely associated as professor and assistant director with its department of university extension; with a wide experience in administration and teaching, in the North as well as in the South, outside of the college as well as inside its walls, in peace and in war, in Europe as well as in America, you come to us with a large equipment of experiences and achievements. If the praises of your associates, who know best your worth, could take visible form to-day, you would stand upon this platform with a bright halo around your head.

We look with confidence to you to build successfully upon the foundations that your predecessors laid with such thoroughness and such prophetic vision. We trust you to make Sweet Briar a college that serves and does not exploit its students; a college that does not separate its scholars from humanity, but equips them to serve their fellows; a college of sound learning whose graduates will be useful citizens; a college of a religious spirit, that will deliver its students from what Burke has called "the solemn plausibilities of the world," and make them pioneers of the Kingdom of God.

Towards that great end I pledge you the loyal support of the Board of Directors and, I make bold to add, of the Faculty, Alumnae and Students.

Into the presidency of this college I now formally induct you by presenting you with this key as a symbol of your authority, and I invoke upon you and the college the continued blessing of Almighty God.

Acceptance of the Office

By META GLASS
President of Sweet Briar College

President and Members of the Board of Directors, and Friends of Sweet Briar College:

In accepting the office of President of Sweet Briar College, I was prompted by my desire to work over the guidance and development of just such an institution as I conceived Sweet Briar to be, and now that I have had even these short months in which to know it better, I wish to bear witness to an ever-growing desire to be a part of it, and to pledge my devotion to the task.

Of the many phases of education that occupy our thoughts the one that has seized upon my mind and seems almost to thrust itself into my thinking whatever detail I may be engaged upon, is how to make an harmonious whole out of the development of intellect, emotions, will power and their resultant, character. Our emphasis has swung from the possession of enough knowledge to be conversant with the thoughts of the past, largely the ideal of Erasmus for an educated man, through the scientific phase and the passion for research that it engendered, which culminated in the ascendancy of the German universities and the extension of the laboratory method even to literature, to such absorption in the present state and how to act upon it and meet its reactions as to produce the exaltation of the practical that gives almost supreme place to the so-called social sciences, or, as Professor Shorey would say, the pseudo sciences and to technical and commercial education.

It is true that man's most immediate concern is the present state and we are all ready to grant that the present state is an outgrowth of the past and needs light from the rear to be seen in the proper proportions. We likewise know that the illusions of light are many and that without research we may be lost in impressions. The time has well nigh past when any educator

holds a brief for any one of these processes in education, to the exclusion of any other. That we may seek the truth in the light of what has preceded us and in answer to the needs of the present sounds a sufficient program for society, but, if Mr. Walter Lippmann is right in his contention that there is no public, only people, and if consequently society is no whit better than the quality of the individuals who compose it, some fineness of quality is to be sought in education no less for society than for the individual.

Quality is essentially a thing based on harmonious structure. We see it in fine linen, in crystal, in a poem, in a building, and we must needs find it in the mind and spirit of a man, if he is to be of a texture to command admiration and have within him the grip on life's diversities to be a leader. It is how we may blend the education offered in the different parts of our colleges to produce this quality of fruit as the plants grow that seems to me worth our great effort.

It is essentially a question of the recognition of relationships, and it makes its most stringent demand upon the faculty who handle the materials of education. The limit to the degree in which a man can make clear to his students the relation of any subject matter to all other subject matter and to life is the degree in which it is clear to the man himself. It is a thing not of so many words of logical statement of interrelations, but a thing of the warp and woof of a man's mind, and comes with effort only, with breadth of interest, constant questioning of the how, and redressing of front to take in every recruited perception. I do not mean for a moment any encyclopaedic knowledge into which all new perceptions and ideas are neatly fitted to keep always a hard and clean outline—as of something completed. Incompletion is of the very nature of the process. There is nothing final to present to students and no air of finality is to be tolerated.

Our goal is an attitude of mind to be made to seem reasonable and natural to students, and nothing will so make it seem as will intercourse with a man whose attitude it is. When a man who teaches chemistry makes his students realize that they are finding out bit by bit the structure and behavior of substances that form the visible and tangible dress of the life

force that emanates from God with the appreciation of the marvelous accuracy, rhythm and beautiful precision of its workings, he is relating his subject to the very central fact of all life, physical and intellectual. If the teacher of comparative philology sees in the subtle instrument with which he deals the ramifications of the growth of man's mental development that permitted the loss of a digamma or the effect of an exigency that shifted a consonant from a labial to a dental he is dealing with one of the realities of man's reaction to the forces that play upon him, and the driest of subject matter becomes as fascinating and as germane as a history of manners and customs.

The education of the generation of men and women who now make up faculties has not made this attitude of mind the easiest of acquirement. We suffered the natural wrenching of emphasis of a generation of scholars who thought they realized almost for the first time the value of accuracy, and this passion for the exact led many of us to think that the exact was enough. The simple pure truth about a few details seemed all a man could hope to accomplish in one intellectual lifetime, and there seemed to be little thought of what was to be done with these bits of pure truth, or, in many cases, better called pure fact. The very word truth itself makes us think of a seamless garment and the thing of which I speak was more like the bits for a crazy quilt left piled in a heap.

Such an educational beginning was a handicap indeed, but life in time's hands does much for us and from this comes the hope that out of our specialist-trained youth we have arrived, later than needed to be, we know, and yet at last arrived, at an attitude of mind that may give our own students less of a handicap in this direction. As a college teacher I put first that man whose knowledge of his subject matter is sound and deep and whose outlook is consciously upon life as a whole, provided he has the ability to let his students know both the soundness and depth of his knowledge and his point of view. I say this, bearing in mind that college is not a graduate school nor a research laboratory, where one is willing to sacrifice much for intensity and profundity, but the place *par-excellence* where a student may hope to see the field

and acquire a sufficiently trained approach to enable him to adventure in it all his life. That he may have the proper appreciation of what it means to attempt to master he must go deeper into some one thing than into others, though any distance he goes at college can be but an upland rising from which to view the promised land of mastery. There is no hope for him to emerge as an expert, but the production of an expert is confessedly not the aim of the liberal arts college. I should rather have a college student aiming for a truly educated viewpoint know in what fields of thought and discovery man has adventured and have but a topographical map of the intellectual world than have him able to calculate to a cubic centimeter the contents that must be removed to make a bottomless pit in one spot and have no conception why there should be pits at all. That a man should be able to calculate the distance of a fixed star implies enviable training of his mental faculties, and affords much help to other men's calculations, but for the growth of the man himself, if it go not with some sense of why one should wish to know the distance to a fixed star, his ability is surely vain.

According to my thesis, all things that have to do with life and man are suitable matter for education, and so I believe, but this does not mean that all things are equally valuable ever, and especially not equally valuable for the four years assigned to college. We recognize college as the privilege of the few so circumstanced mentally and economically as to be able to see it as an advantage and to afford the leisure for it, and all the students who work their way and study will more truly realize their study as limited by what time they can afford it, than will the students with full leisure realize that they are affording college at all. One of the most useful realizations for a student early in his career is that he is affording college according to judgment, that it is budgeted, so to speak, in his life's schedule. When it is also budgeted in his expense account this point takes less emphasis than when college comes whence all blessings flow.

Comparatively speaking the number for whom it is possible either way is still small and if college is the privilege of the few, the liberal arts college is the privilege of even a more

limited group who can afford a larger perspective on life and a postponement of earning their way. If a youth has neither the mental endowment nor the economic independence to make possible more education he goes into the productive work of the world with such equipment as he has acquired, and grows much or little, crooked or straight, as life's influences and his own innate capacity allow. His knowledge is comparatively a small body but if he, starting with this, can have something of the realization of the oneness of the field before him he has the most powerful incentive to go on. If he can afford some leisure for study, but has so many obligations to meet that saleable skill must be his shortly, he must go to that technical school offering instructions along the line in which he seems to have most promise, and let us hope for him again the same type of teacher, a man whose knowledge of his subject is sound and deep so that the youth may come out skilled to produce, but a teacher likewise consciously focusing his gaze upon life as a whole that the student, while becoming a skilled earner may also be guided to perceive that there are pathways leading all over the field of knowledge and that his own converges upon and crosses many others.

Into the liberal arts college come those who can afford these four years for breadth and more years to acquire technical skill, the men who owe to society a serious attitude toward life and the service of leaders and interpreters because of their innate gifts and their opportunities. In this more limited group we have a right to infer that their desire is for such an harmonious development of all their powers that they may find themselves orientated at least for the adjustments that their later life and careers may successively make upon them. We talk much of our orientation courses for freshmen in which they will see themselves in relation to the specific activities and opportunities that will be offered to them, talks on the purpose of a college course, how to use a library, what are the student ideals of the college and its self-government, and many other germane matters. What I ask for is the same attitude toward the whole college period, that during which the students find their orientation toward life itself. Let us not be in the position of explaining to freshmen what college

should do for them, and then so teach the varying matter that is to produce this harmonious equipment as to leave it like the small piles of top-dressing that we see along the road.

If college is viewed as the period of orientation toward life nothing could exceed the practical use of a college course, and it would cease to be talked of as a thing apart from daily living since it would be the spring board for daily thinking. And if so viewed, nothing could exceed the intellectual awakening and eager pursuit of the things of the mind growing out of such a college course because everything in life would be seen to be of one great field with neither hedge nor fence to take for the rider who would be enticed almost unconsciously to push the pursuit until dusk falls.

Since we have but four years for this great orientation what matter can we afford to put into these years, what matter can we more safely afford to leave for students to approach alone later?

We must put in those things that let them know whence they have come, what things man has tried and found good and, for protection's sake, those things he has tried and found bad, something of the real nature of the tools he has evolved for communication with his fellows that they may know the limitations and the undeveloped possibilities of these, enough of our probable truth about nature that they may be able to follow intelligently the constantly growing body of truth and just so much about their own bodies and minds as spirits as well.

That human nature is ever the same is quoted in a stultifying fashion, and that consequently things of the mind and emotions and spirit are fixed is a false inference. Whether human nature changes or not our knowledge of human nature changes ever and just as we embody new knowledge concerning food into the regulation of our diet, so should we embody new knowledge concerning human nature, man's mind, emotions and spirit into our practices. In a plea for the recognition of relationships it would be strange indeed if we overlooked the relation of the part to the whole that our present knowledge in any sphere bears to the truth toward which we move. If we keep in mind the changing body of knowledge,

but speak as of to-day, brought down to curriculum language this would seem to mean history and its allied government, economics and sociology; language; music; art; science, in each of its fields mathematical and experimental; psychology; philosophy; literature and religion. I have put the last four purposely together, because it is to the innate quality of these that I trust more than to any other subject matter to make apparent to the student the oneness of knowledge. The teacher here has the easier task in that his subject matter of itself suggests that the garment of life is seamless, but still it is possible to cut even these subjects away from the rest. I have listened to literature teaching, and Homer at that, which seemed to go no farther than the covers of the text book in which a bit of him was bound. Particularly unfortunate does it seem for religion to miss its pivotal position in the unifying of experience by being looked upon as a thing apart. I like Maxwell Garnett's *Endarchy of Science*—science used in the old Greek sense—with the concept of God as its center and his plea for the conscious association of all ideas through these central parts.

Any great distance in this far-flung curriculum that I have outlined I know we cannot go in four college years, during which students must also sleep and eat, fetch and carry, play and laugh, but a sound approach to it all is not more than can be compassed, and above all a recognition of its oneness and an attitude of mind toward the parts is possible, that is of more importance than the acquirement in any one subject.

Naturally I have in the forefront of my thoughts a college for women, but all that I have said pertains to the education of an individual, regardless of sex. When I put art and music in the curriculum it is with no thought of feminine accomplishments in either. It is not primarily to train musicians or artists able to produce music and art good enough to contribute to the world's enlightenment and joy, but that two subjects that have in them large possibilities for producing an understanding of relationships and quality, which, because of belittling in their teaching, have not had their rightful place in education, may be saved to us.

"Is not this the reason, Glaucon, why musical training is so powerful, because rhythm and harmony find their way into the secret places of the soul, on which they mightily fasten, bearing grace in their movements, and making the soul graceful of him who is rightly educated, or ungraceful if ill-educated; and also because he who has received this true education of the inner being will most shrewdly perceive omissions or faults in art and nature, and with a true taste, while he praises and rejoices over and receives into his soul the good, and becomes noble and good, he will justly blame and hate the bad now in the days of his youth, even before he is able to know the reason of the thing; and when reason comes he will recognize and salute her as a friend with whom his education has made him long familiar?"

Again the much questioned field of domestic science or home economics, in so far as it is real science viewed from the domestic angle, or real economics as it relates to the home is worth a place among other things in proportion as it yields an understanding of life's interrelations. As the mere technique of preparing a meal or furnishing a room it has no more claim in the precious four years of a liberal education than would the learning of how to shampoo the hair of a young woman's possible progeny. College, let us remember, is orientation time and is not meant to rob the rest of life of the joy of learning, and the particular delights of finding that one can master a new process when one has learned something of method and acquired judgment.

By making interrelation and a sense of values a prominent part of all teaching we would, it seems to me, most consistently and effectively put in their rightful place the much-talked-of extra-curriculum activities that bid fair to swamp the curriculum, if we are to judge by the indictments against them. Some administrative safe-guarding of how much any given student should undertake with the advice and cooperation of thoughtful students themselves on the matter would always be necessary, but it would seem possible to use these activities very much as laboratories in their respective fields, and make their value and charm take its proper place as related to the whole of experience, instead of as now resting on the spacious attractions of popularity—and publicity.

Practically all critics set as the prime requisite of style suitability to subject matter, and if this is true, the acquiring of style is possible from the handling of the most ephemeral

interests that students wish to see treated in their publications as well as from the more ambitious papers that literature classes require. The great desideratum is that to the student the literature assignment may not seem one thing and the article of the student publication another, so that the former must miss the vital interest and spontaneity of the other and the topic of immediate interest miss the value it would get from the realization that it is modest literature. How often is the faculty supervision of a student publication confined to noting whether anything prejudicial to the college or outraging a sense of propriety is said, without going further to the stimulation of an able student to do her best writing, or, the stiffening of an editor's courage to refuse to print the poor simply to fill pages. I should have to be convinced almost *de novo* that students would not welcome some such standard in their publications and consent to the necessary distribution of work to secure it.

If every club and every organization were made to stand the test of its relative value to the other activities of college life and the maintenance of its place made to depend upon its actual contribution to the aim of education, by the vote of the students themselves I believe a proper proportion could be maintained.

About one extra-curriculum activity I shall venture to speak from the point of view especially of the woman's college, and that is student government. Its worth has been conspicuously challenged recently by a prominent university dean and my surprise as I listened to his judgment that it was a failure was only abated when I realized how differently it seems to work in women's colleges from the experiences he had had of it. His was a co-educational university and the correcting of one student by others or even the gaining of necessary information encountered the obstacles of gallantry, when a man refused to tell on a woman student or publicly to censure her. That element is removed in a woman's college, and it may be that women are more tolerant of details and more willing to have their time occupied by the work that student government entails, in addition to a pride in self-government that may be a corollary of their recently enfranchised position. That stu-

dent government in the women's colleges is an invaluable exercise of the judgment, justice and initiative of students would I think be the verdict of almost all women who have lived with it and under it. It is a field calling for the correlation of so much gained in other places, that, as a laboratory for inter-relations I, for one, could relinquish it only with keen regret, and I rejoice that I see no necessity for relinquishing it, for it is singularly free of the charge of taking time that belongs elsewhere, and its efficiency in women's colleges does justify it.

As far as the students themselves are concerned a frank recognition of what the activities and schooling of their pre-college years have stressed for them, and a definite effort to balance where balance is needed, seems the most that the college of itself can do, aside from the very great influence that moves from the college downward into the stages of secondary education. With the view that it is the function of a college to pick only some type of person that it considers its own type and make of that person a product recognizable in the world at large as having come from that college I can see little chance of agreement. It savors too much of standardization of product to be the most valuable development of the individual, and it produces almost inevitably a stultifying process within the college itself, a limitation at once at odds with the view of oneness of all knowledge and the desirable corresponding breadth of acquaintance with mankind.

That a man or woman of ability may have gained his or her inspiration and enlightenment in a given college and been started on the road to admirable achievement is legitimate grounds of pride to such a college, but that all its graduates should disclose in their attitude toward a topic the same influence, until viewpoint, phraseology, nay even appearance in a way proclaim that this is a Harmonia Graduate, is a fetter upon the human spirit that it seems to me no college would be willing to lay.

That a student may have sufficient mentality to learn, and have made sufficient progress to begin where the college course begins, that he may have a character not perverted beyond the sane hopes of the college to help him, and that he may be

sufficiently socially minded to make his living in a group such as college demands possible, is enough in my mind to entitle him to a chance at the opportunities that college has to offer him. Of course, I am by no means ignorant of the difficulties involved in finding out just these things about a prospective student, but I maintain that these things are enough and that I would not ask that students should all have come from similar social grades, similar customs and ideals, similar smoothness of experience. The statement that students of divorced parents do not make as good college material, do not do as well in their studies as students from harmonious homes may be true and is certainly to be lamented for the sake of the student, but that any college should consider this point in determining the entrance of a student who as an individual seemed able to use college opportunities, simply that the college might keep up a high battling-average before the world, seems likely to cause a greater loss in the spirit of the college than would be caused by any accusation of uneven accomplishment.

Students quickened, every one of them, given a sound basis of knowledge, an appreciation of the relationships of knowledge and of life, a vision of a process begun, not ended nor bounded, except as reason and truth bound, but left still pines and maples and oaks and dogwoods, not all made even boxwood, let them grow and produce fruit after their kind.

The Order of the Academic Procession on Entering the Chapel



CHIEF MARSHAL

EUGENIE M. MORENUS, Ph.D.

Marshal

MARTHA BACHMAN
Senior Class

Marshal

LUCY MARION REAVES, A.B.
Alumnæ of Sweet Briar College

Marshal

HARRIET HOWELL ROGERS, A.B.
Faculty of Sweet Briar College

Marshal

DORA NEILL RAYMOND, Ph.D.
Delegates from Schools

Marshal

JEAN C. WILCOX, A.M.
Representatives of Learned Societies and Educational Associations

Marshal

BERTHA PFISTER WAILES, A.B.
Delegates from Colleges and Universities

Marshal

JOSEPH KIRK FOLSOM, Ph.D.
Members of the Board of Directors
The Speakers of the Day

List of Delegates

Universities and Colleges in the Order of their Establishment



The College of William and Mary, 1693

ANNIE M. POWELL, A.M., Dean of Women.

University of Pennsylvania, 1740

JOHN H. MINNICK, Ph.D., Dean, School of Education.

Washington and Lee University, 1749

HENRY LOUIS SMITH, Ph.D., LL.D., President.

EDWARD C. GLASS, LL.D., Alumnus.

Columbia University, 1754

KATHARINE CAMPBELL REILEY, Ph.D., Assistant Professor of Greek and Latin and Associate Director of University Extension.

Brown University, 1764

MARGARET SHOVE MORRIS, Ph.D., Dean of the Women's College.

Rutgers College, 1766

JOSEPH KIRK FOLSOM, Ph.D., Alumnus.

Salem College, 1772

CHARLES HENRY HIGGINS, A.M., Professor of Chemistry.

Hampden-Sidney College, 1776

DON P. HALSEY, A.B., Alumnus.

Dickinson College, 1783

JAMES H. MORGAN, Ph.D., LL.D., President.

Saint John's College, 1789

STANLEY ALDEN, A.M., Professor of English.

University of Tennessee, 1794

JOHN W. GANNAWAY, A.M., Alumnus.

University of North Carolina, 1795

HARRY WOODBURN CHASE, Ph.D., LL.D., President.

University of Virginia, 1819

ADELAIDE DOUGLAS SIMPSON, A.M., Dean of Women.

DUMAS MALONE, Ph.D., Associate Professor of History.

CHARLES GILMORE MAPHIS, Ph.D., LL.D., Professor of Education and Dean of the Summer Quarter.

CARROLL M. SPARROW, Ph.D., Professor of Physics.

ARTHUR J. MORRIS, LL.B., Alumnus.

George Washington University, 1821

ANNA L. ROSE, A.M., Dean of Women.

Western Reserve University, 1826

HELEN M. SMITH, B.L., Dean of the College for Women.

Lafayette College, 1832

CARTER GLASS, LL.D., Alumnus.

University of Richmond, 1832

MAY LANSFIELD KELLER, Ph.D., Professor of English and Dean of Westhampton College.

Haverford College, 1833

CHARLES WOODWARD DAVIS, LL.B., Alumnus.

Oberlin College, 1833

MARY RENA KELLOGG, A.M., Alumna.

University of Delaware, 1834

WINIFRED J. ROBINSON, Ph.D., Dean of the Women's College.

Tulane University, 1834

VIRGINIA R. WITHERS, A.B., Alumna.

DePauw University, 1837

WILLIAM MARTIN BLANCHARD, Ph.D., Simeon Smith Professor of Chemistry.

Roanoke College, 1843

RAYMOND B. PINCHBECK, Ph.D., Head of the Department of Business Administration.

Lawrence College, 1849

KATHARINE LUMMIS, Ph.D., Alumna.

University of Mississippi, 1849

HENRY ST. GEORGE TUCKER, LL.D., Alumnus, Member of Congress.

Woman's Medical College of Pennsylvania, 1850

VIDA HUNT FRANCIS, A.B., Trustee.

Furman University, 1852

JOSEPH ROY GEIGER, Ph.D., Alumnus.

Cornell College, 1853

LEROY ADELBERT CALKINS, M.D., Ph.D., Alumnus.

Western College for Women, 1853

ISABEL BOGGS, A.B., Alumna.

Elmira College, 1855

FREDERICK LENT, Ph.D., President.

Northwestern University, 1855

M. DEE LONG, A.M., Alumna.

Massachusetts Institute of Technology, 1861

ANNA C. HAMMERSTROM, B.S., Alumna.

Bates College, 1864

CHARLES HENRY HIGGINS, A.M., Alumnus.

Cornell University, 1865

ELMER JAMES BAILEY, Ph.D., Alumnus.

University of Kentucky, 1865

GRAHAM EDGAR, Ph.D., Alumnus.

Wells College, 1868

KERR D. MACMILLAN, S.T.D., President.

University of Cincinnati, 1870

JOSEPHINE PRICE SIMRALL, B.S., Dean of Women.

Syracuse University, 1870

FERNANDO W. MARTIN, Ph.D., Alumnus.

Oregon Agricultural College, 1870

ALICE ELIZABETH JONES, B.S., Alumna.

Pennsylvania College for Women, 1870

CORA HELEN COOLIDGE, Litt.D., President.

Smith College, 1871

WILLIAM ALLAN NEILSON, Ph.D., LL.D., L.H.D., President.

Alabama Polytechnic Institute, 1872

NOBLE POWELL, Alumnus.

Virginia Polytechnic Institute, 1872

JULIAN ASHBY BURRUSS, Ph.D., President.

Vanderbilt University, 1873

ALFRED ALLAN KERN, Ph.D., Alumnus.

Southwestern University, 1873

MRS. S. P. DUKE, B.S., Alumna.

Colorado College, 1874

AMY METCALF BOWEN, M.D., Alumna.

George Peabody College for Teachers, 1874

CHARLES ALEXANDER McMURRY, Ph.D., Professor of Elementary Education.

Wellesley College, 1875

MARGARET D. CHRISTIAN, A.B., Alumna.

MARGUERITE MESPOULET, Agrégée de l'Université de Paris, Associate Professor of French.

Johns Hopkins University, 1876

JOHN H. LATANÉ, Ph.D., LL.D., Professor of American History and Dean of the College Faculty.

Shorter College, 1877

WILLIAM DAVIS FURRY, Ph.D., President.

Radcliffe College, 1879

BERNICE BEAZEY BROWN, Ph.D., Dean.

University of North Dakota, 1883

PEARL I. YOUNG, A.B., Alumna.

Bryn Mawr College, 1885

MARION EDWARDS PARK, Ph.D., LL.D., President.

Goucher College, 1885

DOROTHY STIMSON, Ph.D., Dean.

Rollins College, 1885

LINETTE BRANHAN PEAK, B.S., Alumna.

Stanford University, 1885

HARLEAN JAMES, A.B., Alumna.

Winthrop College, 1886

ELIZABETH FRIENCH JOHNSON, Ph.D., Head of Modern Language Department.

Pomona College, 1887

KATHARINE NEWKIRK, A.B., Alumna.

Agnes Scott College, 1889

NANNETTE HOPKINS, Ph.D., Dean.

Barnard College, 1889

KATHARINE CAMPBELL REILEY, Ph.D.
ELEANOR KELLER, A.M., Assistant Professor of Chemistry.

Clark University, 1889

ETHEL BOWMAN, Ph.D., Alumna.

Converse College, 1890

MARY WILSON GEE, Litt.D., Dean.

University of Chicago, 1892

EMILY HELEN DUTTON, Ph.D., Alumna.

North Carolina College for Women, 1892

NETTIE TERRILL MOORE, A.M., Assistant Professor of Romance Languages.

University of Oklahoma, 1892

MARY EOLIAN COPPEDGE, A.M., Alumna.

Washington College, 1892

MRS. R. K. BEATTIE.

Hood College, 1893

MIRIAM RANKIN APPLE, A.B., Librarian.

Mount Holyoke College, 1893

MARY L. SHERRILL, Ph.D., Associate Professor of Chemistry.

Randolph-Macon Woman's College, 1893

DICE ROBINS ANDERSON, Ph.D., LL.D., President.

NATHAN ALLEN PATTILLO, Ph.D., Dean.

MABEL KATE WHITESIDE, A.M., Associate Professor of Greek and Latin.

Birmingham-Southern College, 1897

GUY E. SNAVELY, Ph.D., LL.D., President.

Lynchburg College, 1903

E. CLINTON WILSON, Ph.D., Head of the Department of Psychology and Education.

Carnegie Institute of Technology, 1905

RUTH H. BRAGDON, B.S., Alumna.

Connecticut College for Women, 1911

MARGARET R. MILLIGAN, M.D., Alumna.

Hollins College, 1911

MATTYE L. COCKE, Litt.D., President.

Skidmore College, 1911

KATHYRN HELENE STARBUCK, LL.B., Secretary of the College.

Wheaton College, 1912

DOROTHY RICHARDS, A.B., Alumna.

Mary Baldwin College, 1923

MARIANNA PARRAMORE HIGGINS, Litt.D., Dean.

Learned Societies and Educational Associations



American Association of University Women

EMILY HELEN DUTTON, Ph.D.

American Association of University Women, South Atlantic Section

GILLIE A. LAREW, Ph.D.

American Council on Education

HARRY WOODBURN CHASE, Ph.D., LL.D.

Archaeological Institute of America

HERBERT C. LIPSCOMB, Ph.D.

Association of Colleges and Secondary Schools of the Southern States

HARRY WOODBURN CHASE, Ph.D., LL.D.

Headmistresses' Association

MARGARET HAMILTON, A.B.

International Federation of University Women

ALICE LORD PARSONS, A.B.

Southern Woman's Educational Alliance

ORIE LATHAM HATCHER, Ph.D.

Superintendent of Public Instruction of Virginia

HARRIS HART, A.B.

Schools



Chatham Episcopal Institute

MABEL ELEANOR STONE, A.M., Principal.

Peace Institute

MARJORIE LALOR, A.B., Head of Science Department.

Saint Catherine's School

LOUISA DEB. BACOT, A.B., Principal.

Saint Mary's School

WARREN W. WAY, A.M., Rector.

Sidwell's Friends School

FRANCES H. SIDWELL, A.B., Principal.

Stuart Hall

ADA HILLS. A.B., Principal.

Afternoon



Luncheon for the Delegates, Directors and Faculty, 1:00 o'clock, Fergus Reid Hall.

The Seniors are hostesses

Drive with Tea at the Oakwood Country Club, or Tea in Fergus Reid Hall, 3:00-6:00 o'clock.

Evening



DINNER

7:30 o'clock, The Refectory

Toastmistress:

EMILY HELEN DUTTON, Ph.D., Dean of Sweet Briar College.

Topic:

The College and the Outside World.

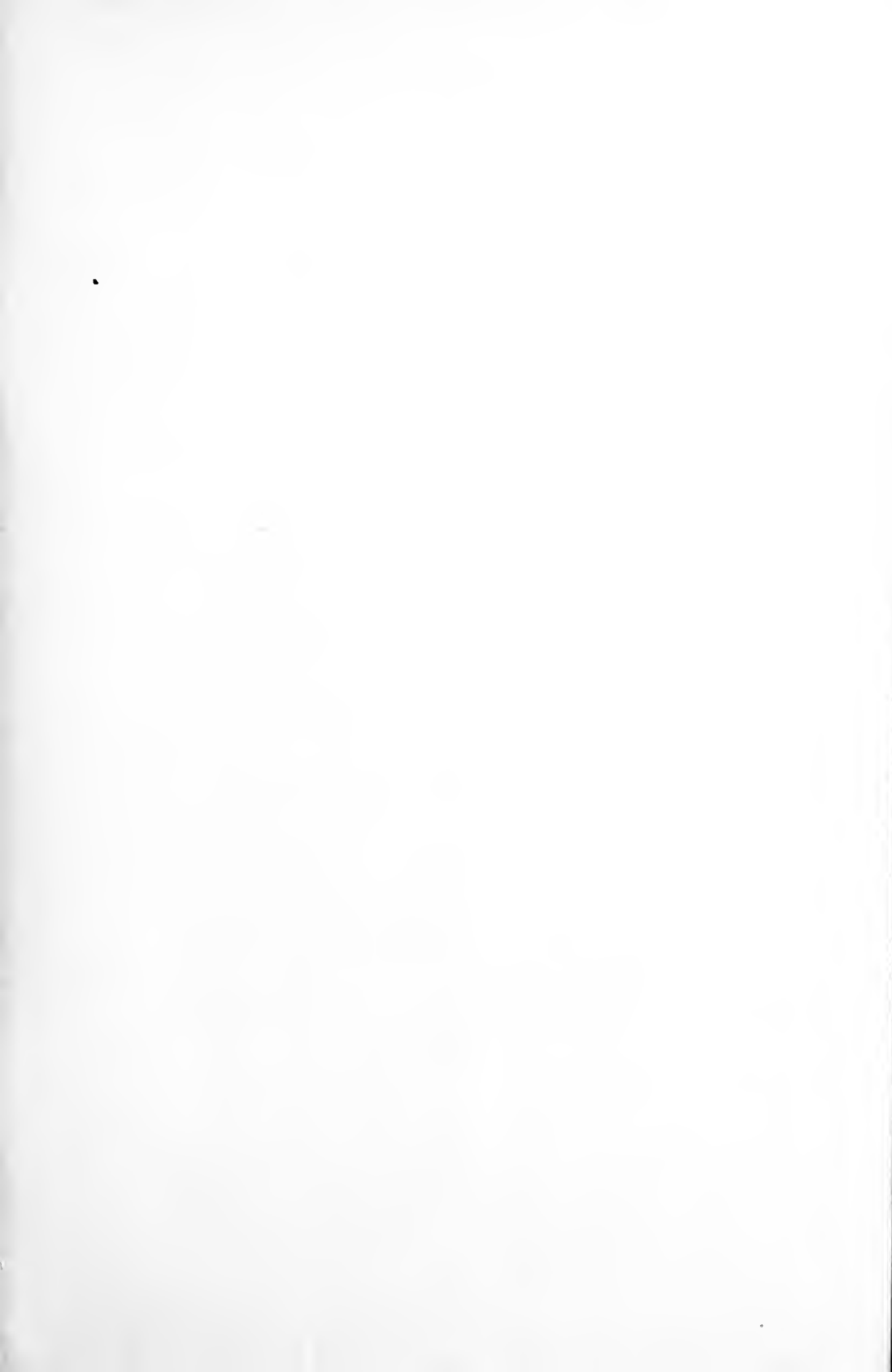
Speakers:

MARGARET BANISTER, A.B., Former President Sweet Briar Alumnae Association.

ALICE LORD PARSONS, A.B., International Federation of University Women.

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MARGUERITE MESPOULET, Agrégée de l'Université de Paris, Associate Professor of French, Wellesley College.



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